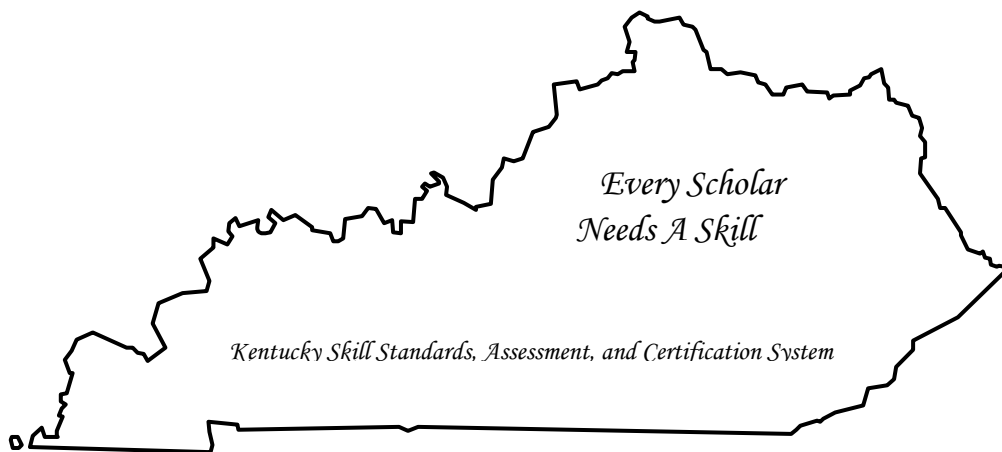


# *Kentucky Allied Health Skill Standards*



Established by the Health Sciences Skill Standards Task Force

Revised  
July 2002

**ACKNOWLEDGMENTS**

As Project Coordinator for the Allied Health Skill Standards Project, I have been privileged to work with outstanding business and industry representatives and teachers from secondary health sciences programs across the state. These teachers represent area technology centers, high school programs, and locally operated vocational centers. This group has reviewed, endorsed, edited, rewritten, revised, and “revived” the enthusiasm for teaching secondary students.

The mission of the Allied Health Skill Standards Task Force was to develop a “user-friendly” document that would serve as a tool for instruction for all health sciences teachers. Our hope is that schools/teachers will use this document as a framework for further curriculum development. Future plans for the Task Force will include regular reviews and updates to the document as other career major areas are implemented.

A project of this significance relies heavily on the support and cooperation of many. The state effort could not have been accomplished without the persistence and guidance from Pamela Moore, State Project Director, and Mikala Rahn, national consultant for the effort. The National Consortium on Health Science and Technology has also provided clear guidance and direction for the implementation of the national health-care skill standards. On behalf of the Kentucky Department of Education, Division of Career and Technical Education, I would like to acknowledge the support of the Allied Health Skill Standards Task Force and the contribution they made to this project. The following persons served on this task force:

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With Many Thanks,

Diane Sharp, Allied Health Skill Standards Project  
Kentucky Department of Education  
Division of Career and Technical Education

## **INTRODUCTION**

### **Allied Health**

In 1990, the Kentucky Education Reform Act (KERA) Learning Goals and Academic Expectations outlined what every student in Kentucky schools should know and be able to do. A decade later, the Kentucky Health-Care Skill Standards answer the question: "What does a worker need to know and be able to do to contribute to the safe and effective delivery of health care?" The standards inform current and future health-care workers, employers, and educators about what skills and knowledge workers need in order to succeed—in a job and in a life-long career. It is envisioned these standards will provide the foundation for better worker preparation and performance.

In recognition of the need for a highly skilled health-care workforce, the Kentucky Department of Education has funded the state Allied Health Skill Standards Project. A task force comprised of health sciences teachers in high schools and area technology centers reviewed and adopted the National Health-Care Core skills and accountability criteria for state implementation. These standards were reviewed and endorsed by various health-care practitioners and employers across the state. The skill standards provide a common language, common goals, and a common reference point for employers, workers, students, labor union, representatives, educators, and consumers.

The primary mission of the Health Sciences Skill Standards Task Force is to incorporate the National/State Health-Care Core Skill Standards into the state secondary Health Sciences curriculum. Two primary objectives of the task force are to: utilize the core skill standards that apply to all workers across the health-care industry; and to use the process for the potential expansion of additional skill standards in the areas of therapeutic, diagnostic, information services, and environmental services.

### **The Health-Care Industry**

Rapid technological and biomedical advances have made the United States health care system the finest in the world. To meet the challenges of a diverse client population, remodeled delivery systems, and new technology, health services of tomorrow must be radically different from those of today. In Kentucky, health-care reform proposals have been submitted in the Kentucky General Assembly for years. The ultimate goal of this reform is to deliver quality care at a price society can afford. To achieve this goal, quality education and training programs for health-care workers is essential.

There are over 250 health-care occupations. These occupations are continually changing. Professional associations and labor organizations have already established standards for a number of them. The Kentucky Health-Care Core Skill Standards are not directed at specific occupations; rather they address a core set of skills essential and appropriate to most workers in health occupations and serve as a foundation for later career specialization or more occupational training. They fill the gap between general employability standards and occupational licensure/certification. The different levels of standards are represented as concentric circles, beginning at the center with general employability skills, moving outward to core and cluster standards and ending with occupational specific standards.

Occupations will increase by According to the Occupational Outlook Quarterly, U.S. Department of Labor, Bureau of Labor Statistics, the fastest-growing career cluster is health occupations. The projected employment change from 1994-2005 is expected to exceed 33%, (more than twice as fast as growth of total employment). Health 2.7

million jobs between 1994-2005. This increase is largely due to the need to care for an aging population with a longer life expectancy; thus, the phenomenal growth of employment in home health care and in higher demands for medical and personal services for the elderly population. Among the twenty-five fastest-growing jobs in Kentucky, fifteen are in health care.

The primary health services industries are offices of medical doctors, offices of other health practitioners, nursing and personal care, hospitals, and home health care. Demand for multi-skilled professionals is increasing in various patient care environments and is reflecting a move towards a more generalist approach to health care.

### **Preparation for Tomorrow's Workforce**

The Carl D. Perkins Vocational and Technology Act of 1998 mandates broad vocational, rather than job-specific, training and an integration of academic and vocational content. The Act requires programs to provide students with a general understanding of "all aspects of an industry." More recently, the first of the five Indicators of Performance in Perkins III legislation further stresses "student attainment of challenging state-established academic and vocational/technical skill proficiencies."

Skill Standards are the performance specifications that identify the knowledge, skills and abilities an individual needs to succeed in the workplace. Identifying the necessary skills is critical to preparing students for entry into employment. Skill standards provide a common vocabulary to enhance communication between:

- Employers and Job Seekers—to specify the knowledge, skills aptitudes and attitudes required for recruitment, hiring, and retention in a company or within an industry.
- Employers and Schools or Job Training programs – to encourage the alignment of school curricula with industry requirements, to update educational objectives as workplace demands change, and to ensure a better return on public and private education and training investments.
- Employers or Job Seekers and Schools or Job Training Programs—to help employees and job seekers make sound decisions about their own education and training needs in a changing market place.

In the most successful workplaces, the only constant is change. Jobs that were previously simple now require high performance work processes and enhanced skills in order to compete globally. Skill standards reflect these changing workplace realities and are keys for helping applicants and employers enjoy greater career opportunities and achieve higher standards of living and economic security. Well-articulated skill standards are the key to the national strategy to upgrade worker skills and increase Kentucky and American economic competitiveness.

### **Kentucky's Certification System**

Skill standards are important today to educators, employers, and students who desire jobs after graduation from high school. The Division of Career and Technical Education, in conjunction with employers from the health-care industry, are working to develop a system that certifies students have attained the necessary skills for employment. The first step in developing this system was the development/adoption of skill standards that

describe the necessary occupational, academic and employability skills needed to enter the industry. Mastery of these standards will signal employers that students are certified and ready to begin employment with the industry. A certified student may also wish to continue his/her training in a more specialized training program such as the Medicaid Nurse Aide program.

In order to insure that students in fact have attained the necessary skills identified in this standards document, students are assessed based on the standards. The assessment system includes two components:

- Multiple-choice test specifically accessing the mastery of the skill standards; and
- Problem-based scenario to test the students' problem-solving and decision-making skills related to their occupational standards.

Students that pass each of the above components at a specified percentage level previously set, will receive a certificate to provide to employers communicating mastery of the standards.

#### **Program Areas for Allied Health Skill Standards**

Students should complete a coherent sequence of courses from the secondary Health Sciences curriculum. In order to be successful on the Skill Standards assessment, students should complete a minimum of three credits from the following courses from the Kentucky Program of Studies: Introduction to Health Sciences, Medical Terminology, Health Science Core Skills and Medical Science or comparable courses from the KY Tech Curriculum.

The Health-Care Core Skill Standards can be used as a framework for linking academic curricula to actual teaching practices, school to work, secondary education to post-secondary education, and students to their community. These connections will strengthen the health-care community and secondary health sciences programs.

Health Occupations Students of America (HOSA) incorporates academic, employability, and occupational skill standards into the competitive events program at the state and national levels.

#### **The Skill Standards Document**

This document describes the skill standards to be assessed in the certification process. Current curriculum in Health Sciences offered in your school should be aligned to these standards. A crosswalk shows the relationship between the health-care core skill standards, Kentucky academic expectations, and the SCANS (Secretary's Commission on Achieving Necessary Skills). SCANS was developed by the U.S. Department of Labor in 1991 with the involvement of employers from all across the nation. They describe the necessary foundation skills and competencies necessary to succeed in the workplace. The Kentucky Workforce Roundtable and other organizations have adopted these "employability" skills to communicate the needs of industry to schools.

If you have any questions about the Allied Health Skills Standards Crosswalk or Certification System, please contact:

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For additional information about National Health Care Standards, contact the National Consortium on Health Science and Technology Education at 517-347-3332 or [www.nchste.org](http://www.nchste.org)

# ALLIED HEALTH SKILL STANDARDS

	<b>OCCUPATIONAL STANDARDS</b>
	Health care workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.
<b>1.1</b>	<b>Human structure and function</b>
1.11	Describe the basic structures and functions of cells, tissues, organs, and systems as they relate to homeostasis.
1.12	Compare relationships among cells, tissues, organs, and systems.
1.13	Explain body planes, directional terms, quadrants, and cavities.
1.14	Analyze the interdependence of the body systems as they relate to wellness, disease, disorders, therapies and care/rehabilitation.
1.15	Describe the basic structure and function of all major body systems.
<b>1.2</b>	<b>Diseases and disorders</b>
1.21	Compare selected diseases/disorders including respective classification(s), causes, diagnoses, therapies, and care/rehabilitation to include biotechnological applications.
1.22	Analyze methods to control the spread of pathogenic microorganisms.
1.23	Contrast the various types of immunities.
1.24	Analyze body system changes in light of diseases, disorders, and wellness.
1.25	Compare the aging process among the body systems.
	Health care workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.
<b>2.1</b>	<b>Communication Skills</b>
2.11	Adjust communication to other's ability to understand.
2.12	Apply the elements of communication using the sender-receiver model.
2.13	Apply active listening skills using reflection, restatement, and clarification techniques.
2.14	Demonstrate courtesy to others including self introduction.
2.15	Interpret verbal and non-verbal behaviors to augment communication and within scope of practice.
2.16	Demonstrate interviewing skills.
<b>2.2</b>	<b>Reporting</b>
2.21	Report relevant information in order of occurrence.
2.22	Report subjective information.
2.23	Report objective information.
2.24	Analyze communications for appropriate response and provide feedback.
<b>2.3</b>	<b>Technical reports</b>
2.31	Organize, write and compile technical information and summaries.
2.32	Interpret, transcribe, and communicate information, data, and observations using medical terminology within scope of practice.
2.33	Organize records and files to maintain data as required.
2.34	Use communication technology (i.e. Fax, E-mail, Internet) to access and distribute data and other information.
	Health care workers will understand how their role fits into their department, their organization, and the overall health care environment. They will identify how key systems affect services they perform and quality of care.
<b>3.1</b>	<b>Systems Theory</b>
3.11	Understand systems theory and its components.
3.12	Construct a general systems model using inputs, throughputs, and a feedback loop.
<b>3.2</b>	<b>Health Care Delivery System</b>
3.21	Construct a health care delivery system model.
3.22	Predict where and how factors such as; cost, managed care, technology, an aging population, access to care, alternative therapies, and lifestyle/behavior changes may affect various health care delivery system model.
3.23	Project the outcome as an interconnected component of a health care system.
3.24.	Calculate the cost effectiveness of two separate health care delivery systems using the same client procedure.
<b>3.3</b>	<b>Health care delivery system results</b>
3.31	Diagram the interdependence of health care professions within a given health care delivery system, pertaining to the delivery of quality health care.
3.32	Design a system analysis process that evaluates the following outcomes: client satisfaction, productivity, cost effectiveness, and efficiency.
3.33	Evaluate the impact of enhanced technology on the health care delivery system.

# ALLIED HEALTH SKILL STANDARDS

<b>3.4</b>	<b>System change</b>
3.41	Analyze the cause and effect on health care system change based on the influence of: technology, epidemiology, bio-ethics, socio-economics, and various forms of complimentary (non-traditional) medicine.
	Health care workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.
<b>4.1</b>	<b>Key employability skills</b>
4.11	Adapt positively to the dynamics of change.
4.12	Adopt personal appearance and hygiene habits appropriate to the health care environment and industry expectations.
4.13	Practice personal integrity and honesty.
4.14	Evaluate work assignments and initiate action with confidence commensurate with own work assignment.
4.15	Formulate solutions to problems using critical thinking skills (analyze, synthesize, evaluate) independently and in teams.
4.16	Interact appropriately and respectfully with diverse ethnic, age, cultural, religious, and economic groups in various employment and social situations.
4.17	Exhibit respectful and empathetic behavior when interacting with peers, superiors, subordinates, and customers in one-on-one and group situations.
4.18	Follow attendance policies of the employer or educational institution.
4.19	Accept responsibility for own actions.
<b>4.2</b>	<b>Interpersonal communications</b>
4.21	Communicate in a straightforward, understandable, accurate, and timely manner.
4.22	Listen attentively to verbal instruction, requests, and other information to verify accuracy.
4.23	Provide written communication that is accurate and grammatically correct using nomenclature appropriate to the environment.
4.24	Interpret technical materials used for health care practices and procedure.
<b>4.3</b>	<b>Personal growth and development</b>
4.31	Engage in continuous self-assessment and goals modification for personal and professional growth.
4.32	Manage times, prioritize responsibilities, and meet completion dates as specified by employer and client.
4.33	Show enthusiasm and commitment by meeting expectations and priorities of the organization.
<b>4.4</b>	<b>Career decision-making</b>
4.41	Explore a potential health science career path in at least one of the following healthcare services: diagnostic, therapeutic, information, or environmental.
4.42	Consider the levels of education, credentialing requirements, employment opportunities, workplace environments, and career growth potential for the service area.
	Health care workers will understand their legal responsibilities, limitations, and the implications of their actions within the health care delivery setting. They will perform their duties according to regulations, policies, laws, and legislated rights of clients.
<b>5.1</b>	<b>Legal implications</b>
5.11	Analyze legal responsibilities, limitations, and implications of actions.
5.12	Use problem-solving techniques when confronted with legal dilemmas or issues.
5.13	Compare and contrast behaviors and practices that could result in malpractice, liability, or negligence.
5.14	Comply with policies and requirements for documentation and record keeping.
5.15	Comply with established risk management criteria and procedures.
5.16	Determine when an incident is reportable.
5.17	Comply with non-discriminatory laws.
5.18	Comply with institutional policy and procedure.
<b>5.2</b>	<b>Legal practices</b>
5.21	Perform duties according to regulations, policies, laws, and legislated rights of clients.
5.22	Maintain patients rights according to the Patient Bill of Rights.
5.23	Maintain confidentiality.
5.24	Practice within licensure, certification, registration, and legislated scope of practice.
5.25	Apply the doctrine of informed consent.
5.26	Practice standard of care within scope of practice.
5.27	Evaluate technological threats to confidentiality.
5.28	Follow mandated standards for workplace safety (i.e. OSHA, CDC, CLIA).
5.29	Apply mandated standards for harassment, labor, and employment laws.
	Health care workers will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the health care environment. They will perform their duties within established ethical guidelines, supporting sensitive and quality health care delivery.
<b>6.1</b>	<b>Legal and ethical boundaries</b>
6.11	Differentiate between morality and ethics and the relationship of each to health care outcomes.



# ALLIED HEALTH SKILL STANDARDS

6.12	Differentiate between ethical and legal issues impacting health care.
6.13	Compare and contrast personal, professional, and organization ethics.
6.14	Analyze legal and ethical aspects of confidentiality.
6.15	Discuss bio-ethical issues.
6.16	Analyze and evaluate the implications of medical ethics.
<b>6.2</b>	<b>Ethical practices</b>
6.21	Demonstrate professionalism when interacting with fellow students, co-workers, and the organization.
6.22	Respect interdisciplinary roles of team members.
6.23	Respect activities and behaviors by self and others that adversely affect the health, safety, or welfare of students, clients, or co-workers.
6.24	Demonstrate fairness and equal treatment of all persons.
6.25	Examine Patient Bill of Rights and practice responsibly within the ethical framework.
6.26	Value clients' independence and determination.
<b>6.3</b>	<b>Cultural, social, and ethnic diversity</b>
6.31	Discuss the impact of religions and cultures on those giving and receiving health care with an understanding of past and present events.
6.32	Demonstrate respect of individual cultural, social, and ethnic diversity within the health care environment.
	Health care workers will understand the existing and potential hazards to clients, coworkers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.
<b>7.1</b>	<b>Infection control</b>
7.11	Use Standard Precautions as described in the rules and regulations set forth by the Occupational Safety and Health Administration (OSHA).
7.12	Practice infection control procedures (Standard Precautions, Transmission Precautions (i.e. airborne, droplet, contact)).
7.13	Practice appropriate cleaning, disinfecting, and sterilizing processes.
7.14	Compare and contrast medical and surgical asepsis.
<b>7.2</b>	<b>Personal safety</b>
7.21	Apply safety procedures to protect clients, co-workers, and self.
7.22	Manage a personal exposure incident in compliance with OSHA regulations.
7.23	Apply principles of body mechanics and ergonomics.
7.24	Use common personal protective equipment as appropriate to the environment.
<b>7.3</b>	<b>Environmental safety</b>
7.31	Modify the environment to create safe working conditions.
7.32	Demonstrate methods of fire prevention in the health care setting.
7.33	Prevent accidents by using proper safety techniques.
7.34	Practice good housekeeping by maintaining a safe work environment.
<b>7.4</b>	<b>Common safety hazards</b>
7.41	Use Material Safety Data Sheets (MSDS).
7.42	Adhere to hazardous labeling requirements.
7.43	Comply with safety signs, symbols, and labels.
7.44	Take appropriate action when observing a hazardous material problem.
7.45	Apply safety principles at the school and workplace.
7.46	Appropriately handle hazardous chemicals commonly used in the health care environment.
<b>7.5</b>	<b>Emergency procedures and protocols</b>
7.51	Locate the evacuation plan for the health care setting.
7.52	Construct a basic emergency plan for a selected health care setting in response to a natural disaster or other emergency that disrupts the ability to provide care.
7.53	Complete requirements for CPR.
7.54	Complete requirements for First Aid certification.
7.55	Follow the proper procedure when a fire is discovered.
	Health care workers will understand the role and responsibilities of individual members as part of the health care team, including their ability to promote the delivery of quality health care. They will interact effectively and sensitively with all members of the health care team.
<b>8.1</b>	<b>Health care teams</b>
8.11	Understand the team concept in providing quality patient care.
8.12	Recognize characteristics of effective teams.
8.13	Analyze roles of various team participants (i.e. team leader, team member).
8.14	Respond to critical situations appropriately as a member of a team.
8.15	Accept compromise as necessary to ensure the best outcome.
<b>8.2</b>	<b>Team member participation</b>

## **ALLIED HEALTH SKILL STANDARDS**

8.21	Communicate verbally and non-verbally with team colleagues to assure the best result for the client.
8.22	Collaborate with others to formulate team objectives.
8.23	Act responsibly as a team member, completing assigned tasks in a timely and effective manner.
8.24	Actively listen to other team members.
8.25	Exercise leadership skills as appropriate.
8.26	Respect and value the expertise and contributions of all team members.
8.27	Work collaboratively with persons from diverse backgrounds to accomplish a common goal.
8.28	Acknowledge conflict and take corrective action.
8.29	Exhibit strong sense of team identity and commitment to purpose.



# Allied Health Crosswalk of Skill Standards to Academic Expectations and SCANS

Skill Standards		Kentucky Academic Expectations		SCANS	
	<b>OCCUPATIONAL STANDARDS</b>				
	Health care workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.				
<b>1.1</b>	<b>Human structure and function</b>				
1.11	Describe the basic structures and functions of cells, tissues, organs, and systems as they relate to homeostasis.	2.3 2.6	Systems and Interactions Change Over Time	C7 C15 F11	Interprets and Communicates Information Understands Systems Knowing How to Learn
1.12	Compare relationships among cells, tissues, organs, and systems.	1.10 2.3 5.3	Classifying Systems and Interactions Conceptualizing	C7 C15 F11	Interprets and Communicates Information Understands Systems Knowing How to Learn
1.13	Explain body planes, directional terms, quadrants, and cavities.	2.3	Systems and Interactions	C7 F11	Interprets and Communicates Information Knowing How to Learn
1.14	Analyze the interdependence of the body systems as they relate to wellness, disease, disorders, therapies and care/rehabilitation.	2.1 2.3 2.6 5.1 6.1 6.2 6.3	Nature of Science Activity Systems and Interactions Change Over Time Critical Thinking Applying Multiple Perspectives Developing New Knowledge Expanding Existing Knowledge	C7 C15 F12	Interprets and Communicates Information Understands Systems Reasoning
1.15	Describe the basic structure and function of all major body systems.	1.11 1.12 2.3	Writing Speaking Systems and Interactions	C15 F1 F2	Understands Systems Reading Writing
<b>1.2</b>	<b>Diseases and disorders</b>				
1.21	Compare selected diseases/disorders including respective classification(s), causes, diagnoses, therapies, and care/rehabilitation to include biotechnological applications.	2.1 2.3 5.1 6.3	Nature of Science Activity Systems and Interactions Critical Thinking Expanding Existing Knowledge	C5 C7 F11	Acquires and Evaluates Information Interprets and Communicates Information Knowing How to Learn
1.22	Analyze methods to control the spread of pathogenic microorganisms.	2.2 3.2 5.1	Patterns Healthy Lifestyle Critical Thinking	C7 F11 F12	Interprets and Communicates Information Knowing How to Learn Reasoning
1.23	Contrast the various types of immunities.	2.3 2.6	Systems and Interactions Change Over Time	C7 F11	Interprets and Communicates Information Knowing How to Learn
1.24	Analyze body system changes in light of diseases, disorders, and wellness.	2.2 2.3 2.31 5.1	Patterns Systems and Interactions Physical Wellness Critical Thinking	C7 F11 F12	Interprets and Communicates Information Knowing How to Learn Reasoning
1.25	Compare the aging process among the body systems.	2.3 2.6	Systems and Interactions Change Over Time	C7 F11	Interprets and Communicates Information Knowing How to Learn
	Health care workers will know the various methods of				

# Allied Health Crosswalk of Skill Standards to Academic Expectations and SCANS

Skill Standards		Kentucky Academic Expectations		SCANS	
	giving and obtaining information. They will communicate effectively, both orally and in writing.				
<b>2.1</b>	<b>Communication Skills</b>				
2.11	Adjust communication to other's ability to understand.	1.12 5.1	Speaking Critical Thinking	C7 F9	Interprets and Communicates Information Problem Solving
2.12	Apply the elements of communication using the sender-receiver model.	1.4 4.1	Listening Interpersonal Skills	F5 F6	Listening Speaking
2.13	Apply active listening skills using reflection, restatement, and clarification techniques.	1.4 5.3	Listening Conceptualizing	F5 F6	Listening Speaking
2.14	Demonstrate courtesy to others including self introduction.	4.1	Interpersonal Skills	F15	Social
2.15	Interpret verbal and non-verbal behaviors to augment communication and within scope of practice.	1.3 4.1	Observing Interpersonal Skills	F5 F6 F12	Listening Speaking Reasoning
2.16	Demonstrate interviewing skills.	2.37	Employability Skills	F5 F6 F15	Listening Speaking Social
<b>2.2</b>	<b>Reporting</b>				
2.21	Report relevant information in order of occurrence.	1.11 2.2	Writing Patterns	F2 F6	Writing Speaking
2.22	Report subjective information.	1.4 1.11	Listening Writing	F2 F6	Writing Speaking
2.23	Report objective information.	1.3	Observing	F2 F6	Writing Speaking
2.24	Analyze communications for appropriate response and provide feedback.	5.1	Critical Thinking	F2 F6 F7	Writing Speaking Creative Thinking
<b>2.3</b>	<b>Technical reports</b>				
2.31	Organize, write and compile technical information and summaries.	1.10 1.11	Classifying Writing	C6 F2 F19	Organizes and Maintains Information Writing Seeing Things in the Mind's Eye
2.32	Interpret, transcribe, and communicate information, data, and observations using medical terminology within scope of practice.	1.6 1.11 5.1	Computing Writing Critical Thinking	C7 F2 F10	Interprets and Communicates Information Writing Seeing Things in the Mind's Eye
2.33	Organize records and files to maintain data as required.	1.10 5.1	Classifying Critical Thinking	C6 F7	Organizes and Maintains Information Critical Thinking
2.34	Use communication technology (i.e. Fax, E-mail, Internet) to access and distribute data and other	1.6 1.10	Computing Classifying	C8 C18	Uses Computers to Process Information Selects Technology

# Allied Health Crosswalk of Skill Standards to Academic Expectations and SCANS

Skill Standards		Kentucky Academic Expectations		SCANS	
	information.	1.16	Using Electronic Technology	C19 F2	Applies Technology Writing
	Health care workers will understand how their role fits into their department, their organization, and the overall health care environment. They will identify how key systems affect services they perform and quality of care.				
<b>3.1</b>	<b>Systems Theory</b>				
3.11	Understand systems theory and its components.	2.2 2.34	Patterns Psychomotor Skills	C15	Understands Systems
3.12	Construct a general systems model using inputs, throughputs, and a feedback loop.	2.2 5.3	Patterns Conceptualizing	C17 F8	Improves or Designs System Decision making
3.2	Health Care Delivery System				
3.21	Construct a health care delivery system model.	2.2 5.2 5.3	Patterns Creative Thinking Conceptualizing	C17 F7	Improves or Designs System Creative Thinking
3.22	Predict where and how factors such as; cost, managed care, technology, an aging population, access to care, alternative therapies, and lifestyle/behavior changes may affect various health care delivery system model.	1.5 1.6 1.7 1.9 2.2 2.7 2.13 2.18 4.5 4.6 5.3 6.1	Quantifying Computing Visualizing Mathematical Reasoning Patterns Number Data Structure and Function of Economic System Multicultural Sensitivity Open Mind to Alternative Perspectives Conceptualizing Applying Multiple Perspectives	C2 C15 F8	Money Understands Systems Decision making
3.23	Project the outcome as an interconnected component of a health care system.	2.2 2.3 5.1	Patterns Systems and Interactions Critical Thinking	C16 F9	Monitors and Corrects Performance Problem-solving
3.24.	Calculate the cost effectiveness of two separate health care delivery systems using the same client procedure.	1.5 1.6 1.9 2.2 2.3 2.7 2.8 5.1	Quantifying Computing Mathematical Reasoning Patterns Systems and Interactions Number Mathematical Procedures Critical Thinking	C2 C7 C16 F3 F8	Allocates Money Interprets and Communicates Information Monitors and Corrects Performance Arithmetic/Mathematics Decision Making
<b>3.3</b>	<b>Health care delivery system results</b>				
3.31	Diagram the interdependence of health care professions	2.6	Change Over Time	C9	Participates

# Allied Health Crosswalk of Skill Standards to Academic Expectations and SCANS

Skill Standards		Kentucky Academic Expectations		SCANS	
	within a given health care delivery system, pertaining to the delivery of quality health care.	5.1	Critical Thinking	C11 F7	Serves Clients/Customers Creative Thinking
3.32	Design a system analysis process that evaluates the following outcomes: client satisfaction, productivity, cost effectiveness, and efficiency.	2.18 2.31 2.34 5.1	Structure and Function of Economic System Physical Wellness Psychomotor Skills Critical Thinking	C2 C3 C11 F8 F9	Allocates Money Allocates Materials and Facility Resources Serves Clients/Customers Decision Making Problem Solving
3.33	Evaluate the impact of enhanced technology on the health care delivery system.	2.2 2.3 5.1	Patterns Systems and Interactions Critical Thinking	C5 C15	Acquires and Evaluates Information Understands Systems
<b>3.4</b>	<b>System change</b>				
3.41	Analyze the cause and effect on health care system change based on the influence of: technology, epidemiology, bio-ethics, socio-economics, and various forms of complimentary (non-traditional) medicine.	2.2 2.3 2.16 2.17 5.1	Patterns Systems and Interactions Structure and Function of Social System Cultural Diversity Critical Thinking	C14 C16 F12	Works with Diversity Monitors and Corrects Performance Reasoning
	Health care workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and up-grade skills, as needed.				
<b>4.1</b>	<b>Key employability skills</b>				
4.11	Adapt positively to the dynamics of change.	3.3 3.4 5.4 6.3	Adaptable and Flexible Resourceful and Creative Decision-making Expanding Existing Knowledge	F8 F16	Decision Making Self-Management
4.12	Adopt personal appearance and hygiene habits appropriate to the health care environment and industry expectations.	2.31	Physical Wellness	F14	Self-esteem
4.13	Practice personal integrity and honesty.	3.6 4.1	Ethical Values Interpersonal Skills	F17	Integrity/Honesty
4.14	Evaluate work assignments and initiate action with confidence commensurate with own work assignment.	2.37 5.1	Employability Skills Critical Thinking	C1 F8 F9	Allocates Time Decision Making Problem Solving

# Allied Health Crosswalk of Skill Standards to Academic Expectations and SCANS

Skill Standards		Kentucky Academic Expectations		SCANS	
4.15	Formulate solutions to problems using critical thinking skills (analyze, synthesize, evaluate) independently and in teams.	4.2 5.1	Productive Team Skills Critical Thinking	F8 F9	Decision Making Problem Solving
4.16	Interact appropriately and respectfully with diverse ethnic, age, cultural, religious, and economic groups in various employment and social situations.	4.5 4.6	Multicultural Sensitivity Open Mind to Alternative Perspectives	C13 C14	Negotiates to arrive at a Decision Works with Diversity
4.17	Exhibit respectful and empathetic behavior when interacting with peers, superiors, subordinates, and customers in one-on-one and group situations.	2.16 4.3	Structure and function of Social System Consistent, Responsive, Caring Behavior	C9 C11 F15	Participates Serves Clients/Customers Social
4.18	Follow attendance policies of the employer or educational institution.	2.37	Employability Skills	C1 F13	Allocates Time Responsibility
4.19	Accept responsibility for own actions.	3.5 4.4	Self-Control and Self-Discipline Right & Responsibilities	F13 F16	Responsibility Self-management
<b>4.2</b>	<b>Interpersonal communications</b>				
4.21	Communicate in a straightforward, understandable, accurate, and timely manner.	4.1	Interpersonal Skills	C7 F6	Interprets and Communicates Information Speaking
4.22	Listen attentively to verbal instruction, requests, and other information to verify accuracy.	1.4	Listening	C7 F5	Interprets and Communicates Information Listening



# Allied Health Crosswalk of Skill Standards to Academic Expectations and SCANS

Skill Standards		Kentucky Academic Expectations		SCANS	
4.23	Provide written communication that is accurate and grammatically correct using nomenclature appropriate to the environment.	1.11	Writing	C7 F2	Interprets and Communicates Information Writing
4.24	Interpret technical materials used for health care practices and procedure.	1.2 5.1	Reading Critical Thinking	C7 F1 F12	Interprets and Communicates Information Reading Reasoning
<b>4.3</b>	<b>Personal growth and development</b>				
4.31	Engage in continuous self-assessment and goals modification for personal and professional growth.	3.1	Positive Growth in Self-Concept Task/Project	F13 F16	Responsibility Self-Management
4.32	Manage times, prioritize responsibilities, and meet completion dates as specified by employer and client.	2.37 5.1	Employability Skills Critical Thinking	C1 F16 F8	Allocates Time Self-Management Decision Making
4.33	Show enthusiasm and commitment by meeting expectations and priorities of the organization.	4.1 4.2	Interpersonal Skills Productive Team Skills	C9 F13 F16	Participates Responsibility Self-Management

# Allied Health Crosswalk of Skill Standards to Academic Expectations and SCANS

Skill Standards		Kentucky Academic Expectations		SCANS	
4.4	Career decision-making				
4.41	Explore a potential health science career path in at least one of the following healthcare services: diagnostic, therapeutic, information, or environmental.	2.36 5.1	Career Path Critical Thinking	F8	Decision Making
4.42	Consider the levels of education, credentialing requirements, employment opportunities, workplace environments, and career growth potential for the service area.	2.36 2.38 5.4	Career Path Post-Secondary Opportunities Search Decision Making	F8	Decision Making
	Health care workers will understand their legal responsibilities, limitations, and the implications of their actions within the health care delivery setting. They will perform their duties according to regulations, policies, laws, and legislated rights of clients.				
5.1	Legal implications				
5.11	Analyze legal responsibilities, limitations, and implications of actions.	5.1	Critical Thinking	F8 F13	Decision Making Responsibility
5.12	Use problem-solving techniques when confronted with legal dilemmas or issues.	5.5	Problem Solving	F8 F17	Decision Making Integrity/Honesty
5.13	Compare and contrast behaviors and practices that could result in malpractice, liability, or negligence.	5.4	Decision Making	C5 F9	Acquires and Evaluates Information Problem Solving
5.14	Comply with policies and requirements for documentation and record keeping.	2.37	Employability Skills	F2 F13	Writing Responsibility
5.15	Comply with established risk management criteria and procedures.	2.37	Employability Skills	F13	Responsibility
5.16	Determine when an incident is reportable.	5.1 5.4	Critical Thinking Decision Making	F8 F9	Decision Making Problem Solving
5.17	Comply with non-discriminatory laws.	2.37 4.3 4.5	Employability Skills Consistent, Responsive & Caring Behavior Multicultural Sensitivity	F15	Social

# Allied Health Crosswalk of Skill Standards to Academic Expectations and SCANS

Skill Standards		Kentucky Academic Expectations		SCANS	
		4.6	Open Mind to Alternative Perspectives		
5.18	Comply with institutional policy and procedure.	2.37	Employability Skills	C15 C16	Understands Systems Monitors and Corrects Performance
<b>5.2</b>	<b>Legal practices</b>				
5.21	Perform duties according to regulations, policies, laws, and legislated rights of clients.	2.37 3.6 4.3	Employability Skills Ethical Values Consistent, Responsive, & Caring Behavior	C15 F13	Understands Systems Responsibility
5.22	Maintain patients rights according to the Patient Bill of Rights.	2.14 2.37 4.3	Democratic Principle Employability Skills Consistent, Responsive & Caring Behavior	C11 F13	Serves Clients/Customers Responsibility
5.23	Maintain confidentiality.	2.37 3.5 3.6	Employability Skills Self-Control & Self-Discipline Ethical Values	F13 F17	Responsibility Integrity/Honesty
5.24	Practice within licensure, certification, registration, and legislated scope of practice.	5.1 6.2	Critical Thinking Developing New Knowledge	F8 F12 F13 F17	Decision Making Reasoning Responsibility Integrity/Honesty
5.25	Apply the doctrine of informed consent.	1.11 1.12	Writing Speaking	F2 F6	Writing Speaking
5.26	Practice standard of care within scope of practice.	2.14 2.37 3.3 5.4	Democratic Principle Employability Skills Adaptable & Flexible Decision-making	F1 F2 F4 F5 F6 F8 F9 F11 F12	Reading Writing Mathematics Listening Speaking Decision Making Problem Solving Knowing How to Learn Reasoning
5.27	Evaluate technological threats to confidentiality.	5.1	Critical Thinking	C15 C19 C20 F8	Understands Systems Applies Technology to Task Maintains and Troubleshoots Equipment Decision Making
5.28	Follow mandated standards for workplace safety (i.e. OSHA, CDC, CLIA).	2.37	Employability Skills	C3 F12	Allocates Materials and Facility Resources Reasoning
5.29	Apply mandated standards for harassment, labor, and employment laws.	2.14	Democratic Principle	C14 F15	Works with Diversity Social
	Health care workers will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the health care environment. They will perform their duties within established ethical guidelines, supporting sensitive and quality health care delivery.				

# Allied Health Crosswalk of Skill Standards to Academic Expectations and SCANS

Skill Standards		Kentucky Academic Expectations		SCANS	
<b>6.1</b>	<b>Legal and ethical boundaries</b>				
6.11	Differentiate between morality and ethics and the relationship of each to health care outcomes.	2.16 3.6 5.1	Structure & Function of Social System Ethical Values Critical Thinking	F8	Decision Making
6.12	Differentiate between ethical and legal issues impacting health care.	2.14 3.6 5.1	Democratic Principle Ethical Values Critical Thinking	F8	Decision Making
6.13	Compare and contrast personal, professional, and organization ethics.	3.6 5.3	Ethical Values Conceptualizing	F8	Decision Making
6.14	Analyze legal and ethical aspects of confidentiality.	3.6 5.1	Ethical Values Critical Thinking	F8	Decision Making
6.15	Discuss bio-ethical issues.	3.6 4.6	Ethical Values Open Mind to Alternative Perspectives	F8 F12	Decision Making Reasoning
6.16	Analyze and evaluate the implications of medical ethics.	3.6 5.1	Ethical Values Critical Thinking	F8	Decision Making
<b>6.2</b>	<b>Ethical practices</b>				
6.21	Demonstrate professionalism when interacting with fellow students, co-workers, and the organization.	3.6 4.1	Ethical Values Interpersonal Skills	C14 F15	Works with Diversity Social
6.22	Respect interdisciplinary roles of team members.	4.2	Productive Team Skills	C9 C14 F15	Participates Works with Diversity Social
6.23	Respect activities and behaviors by self and others that adversely affect the health, safety, or welfare of students, clients, or co-workers.	3.6 4.4	Ethical Values Rights & Responsibilities	C7	Interprets and Communicates Information
6.24	Demonstrate fairness and equal treatment of all persons.	2.17 4.3 4.5 4.6	Cultural Diversity Consistent, Responsive & Caring Behavior Multicultural Sensitivity Open Mind to Alternative Perspectives	F15	Social
6.25	Examine Patient Bill of Rights and practice responsibly within the ethical framework.	3.6 5.1	Ethical Values Critical Thinking	F10 F13 F17	Seeing Things in the Mind's Eye Responsibility Integrity/Honesty
6.26	Value clients' independence and determination.	4.6	Open Mind to Alternative Perspectives	C11	Serves Clients/Customers
<b>6.3</b>	<b>Cultural, social, and ethnic diversity</b>				
6.31	Discuss the impact of religions and cultures on those giving and receiving health care with an understanding of past and present events.	2.17 4.5 4.6	Cultural Diversity Multicultural Sensitivity Open Mind to Alternative Perspectives	C14	Works with Diversity
6.32	Demonstrate respect of individual cultural, social, and ethnic diversity within the health care environment.	2.17 4.5 4.6	Cultural Diversity Multicultural Sensitivity Open Mind to Alternative Perspectives	C11 C14 F15	Serves Clients/Customers Works with Diversity Social

# Allied Health Crosswalk of Skill Standards to Academic Expectations and SCANS

Skill Standards		Kentucky Academic Expectations		SCANS	
	Health care workers will understand the existing and potential hazards to clients, coworkers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.				
<b>7.1</b>	<b>Infection control</b>				
7.11	Use Standard Precautions as described in the rules and regulations set forth by the Occupational Safety and Health Administration (OSHA).	2.31 2.37 5.1 5.4	Physical Wellness Employability Skills Critical Thinking Decision Making	F8	Decision Making
7.12	Practice infection control procedures (Standard Precautions, Transmission Precautions (i.e. airborne, droplet, contact).	2.31 5.1 5.4	Physical Wellness Critical Thinking Decision Making	F8	Decision Making
7.13	Practice appropriate cleaning, disinfecting, and sterilizing processes.	2.31	Physical Wellness	F8	Decision Making
7.14	Compare and contrast medical and surgical asepsis.	5.1	Critical Thinking	C5 F8 F12	Acquires and Evaluates Information Decision Making Reasoning
<b>7.2</b>	<b>Personal safety</b>				
7.21	Apply safety procedures to protect clients, co-workers, and self.	2.31	Physical Wellness	F8	Decision Making
7.22	Manage a personal exposure incident in compliance with OSHA regulations.	5.1	Critical Thinking	F9	Problem Solving
7.23	Apply principles of body mechanics and ergonomics.	2.31 2.34 2.35	Physical Wellness Psychomotor Skills Lifetime Physical Activity	F12	Reasoning
7.24	Use common personal protective equipment as appropriate to the environment.	2.31 5.4	Physical Wellness Decision Making	C3	Material and Facilities
7.3	Environmental safety				
7.31	Modify the environment to create safe working conditions.	5.1	Critical Thinking	C3 F9	Allocates Materials and Facility Resources Problem Solving
7.32	Demonstrate methods of fire prevention in the health care setting.	5.1	Critical Thinking	F8	Decision Making
7.33	Prevent accidents by using proper safety techniques.	2.31 5.4	Physical Wellness Decision-Making	F8	Decision Making
7.34	Practice good housekeeping by maintaining a safe work environment.	2.31	Physical Wellness	C3 F8	Allocates Materials and Facility Resources Decision Making
7.4	Common safety hazards				
7.41	Use Material Safety Data Sheets (MSDS).	5.1 6.3	Critical Thinking Expanding Existing Knowledge	F10	Seeing Things in the Mind's Eye
7.42	Adhere to hazardous labeling requirements.	1.10	Classifying	F8	Decision Making

# Allied Health Crosswalk of Skill Standards to Academic Expectations and SCANS

Skill Standards		Kentucky Academic Expectations		SCANS	
7.43	Comply with safety signs, symbols, and labels.	2.31	Physical Wellness	F10	Seeing Things in the Mind's Eye
7.44	Take appropriate action when observing a hazardous material problem.	5.1 5.4	Critical Thinking Decision-Making	F8	Decision Making
7.45	Apply safety principles at the school and workplace.	2.31 5.1 6.3	Physical Wellness Critical Thinking Expanding Existing Knowledge	F8	Decision Making
7.46	Appropriately handle hazardous chemicals commonly used in the health care environment.	5.4 6.3	Decision-Making Expanding Existing Knowledge	C3 F8	Allocates Materials and Facility Resources Decision Making
7.5	Emergency procedures and protocols				
7.51	Locate the evacuation plan for the health care setting.	6.3	Expanding Existing Knowledge	F10	Seeing Things in the Mind's Eye
7.52	Construct a basic emergency plan for a selected health care setting in response to a natural disaster or other emergency that disrupts the ability to provide care.	5.2 5.5	Creative Thinking Problem-Solving	C7 F2 F9	Interprets and Communicates Information Writing Problem Solving
7.53	Complete requirements for CPR.	6.1 6.2	Applying Multiple Perspectives Developing New Knowledge	F9	Problem Solving
7.54	Complete requirements for First Aid certification.	6.1 6.2	Applying Multiple Perspectives Developing New Knowledge	F9	Problem Solving
7.55	Follow the proper procedure when a fire is discovered.	5.1 6.1	Critical Thinking Applying Multiple Perspectives	F8	Decision Making
	Health care workers will understand the role and responsibilities of individual members as part of the health care team, including their ability to promote the delivery of quality health care. They will interact effectively and sensitively with all members of the health care team.				
<b>8.1</b>	<b>Health care teams</b>				
8.11	Understand the team concept in providing quality patient care.	4.2	Productive Team Skills	C9 C11	Participates Serves Clients/Customers
8.12	Recognize characteristics of effective teams.	4.2	Productive Team Skills	C9	Participates
8.13	Analyze roles of various team participants (i.e. team leader, team member).	4.2 5.1	Productive Team Skills Critical Thinking	C9 C12 F10	Participates Exercises Leadership Seeing Things in the Mind's Eye
8.14	Respond to critical situations appropriately as a member of a team.	4.2 5.1	Productive Team Skills Critical Thinking	C9 C13	Participates Negotiates to Arrive at a Decision
8.15	Accept compromise as necessary to ensure the best outcome.	3.3 4.4	Adaptable & Flexible Rights & Responsibilities	C13 F15	Negotiates to Arrive at a Decision Sociability
8.2	Team member participation				

# Allied Health Crosswalk of Skill Standards to Academic Expectations and SCANS

Skill Standards		Kentucky Academic Expectations		SCANS	
8.21	Communicate verbally and non-verbally with team colleagues to assure the best result for the client.	1.11 1.12 4.1	Writing Speaking Interpersonal Skills	C13 F2 F6	Negotiates to Arrive at a Decision Writing Speaking
8.22	Collaborate with others to formulate team objectives.	3.3 4.2 5.1	Adaptable & Flexible Productive Team Skills Critical Thinking	C4 F9	Allocates Human Resources Problem Solving
8.23	Act responsibly as a team member, completing assigned tasks in a timely and effective manner.	4.2	Productive Team Skills	C1 C9	Allocates Time Participates
8.24	Actively listen to other team members.	1.4 4.1	Listening Interpersonal Skills	C9 F5	Participates Listening
8.25	Exercise leadership skills as appropriate.	4.1 4.2	Interpersonal Skills Productive Team Skills	C4 C12	Allocates Human Resources Exercises Leadership
8.26	Respect and value the expertise and contributions of all team members.	4.1 4.3 4.4	Interpersonal Skills Consistent, Responsive & Caring Behavior Rights & Responsibilities	C9 C14 F15	Participates Works with Diversity Social
8.27	Work collaboratively with persons from diverse backgrounds to accomplish a common goal.	2.17 4.5	Cultural Diversity Multicultural Sensitivity	C14	Works with Diversity
8.28	Acknowledge conflict and take corrective action.	3.5 4.6	Self-Control & Self-Discipline Open Mind to Alternative Perspectives	C13 F8	Negotiates to Arrive at a Decision Decision Making
8.29	Exhibit strong sense of team identity and commitment to purpose.	4.2	Productive Team Skills	C9 C12 F13 F16	Participates Exercises Leadership Responsibility Self-Management